



Studies in Second Language Learning and Teaching

Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz

SSLT 5 (1). 2015. 11-12

doi: 10.14746/sslit.2015.5.1.1

<http://www.sslit.amu.edu.pl>

Editorial

With the present issue, *Studies in Second Language Learning and Teaching* enters the fifth year of its existence, a year that has already started on a very positive note as the journal has just been included in the European Reference Index for the Humanities (ERIH PLUS). This, as well as the fact that *SSLT* has been indexed or abstracted in other prestigious databases, constitutes tangible proof of the growing recognition that it has been gaining in the field. It is also likely to contribute to a considerable increase in the number of citations, something that we need really badly if we want to have the journal listed by the Thomson Reuters Master Journal List. This is certainly a goal that we will be vigorously pursuing and I am confident that we will be able to accomplish it in the near future. Obviously, the number of citations depends in the main on the quality of the papers published because only the best ones stand the chance of being referred to by other specialists, particularly those who routinely publish their work in the most prestigious journals in the field. We are doing our best to ensure the highest possible quality of the papers that appear in *SSLT* and one way to do it is to invite renowned scholars as guest editors of thematic issues. This is exactly what is going to happen this year since Sarah Mercer and Stephen Ryan have kindly agreed to put together two issues of the journal which will include papers based on presentations delivered during the first conference on psychology and language learning, which was held in Graz in May, 2014. The line-up of contributors to these two issues is really impressive and they will surely be a real treat for our readers. This is by no means to suggest that the papers included in the regular editions are any less valuable or engaging, as amply demonstrated by the present one.

This issue of *SSLT* includes seven papers, four of which are reports of the findings of original empirical studies, and the other three are either theoretical in nature or aim to provide useful guidelines for researchers. It opens with a contribution by Adriana Biedroń, who offers a state-of-the-art overview of research into foreign language aptitude from the perspective of neuroscience,

superbly showing how the latest developments in this area have extended our understanding of linguistic talent with respect to phonology, lexis and morpho-syntax as well as outlining the directions for future empirical investigations. The next two papers present the results of studies that have sought to examine the role of anxiety in language learning. In the first of them, Yinxing Jin, Kees de Bot and Merel Keijzer provide evidence for a negative, albeit weak, relationship between anxiety and proficiency in a foreign language, both overall and with respect to specific skills, as well as fluctuations in the level of anxiety, not only over time but also with regard to a specific target language. In the other, Zhongshe Lu and Meihua Liu explore the relationships between foreign language reading anxiety, the use of reading strategies and comprehension performance in the case of a respectable sample of tertiary level Chinese students, offering insights into the ways in which anxiety mediates attainment and is itself moderated by other factors. In the following contribution, Thomas Lockley shows that participation in a content and language integrated course in history contributed to an increase in the level of international posture among Japanese students as well as enhancing their willingness to communicate in a second language. Subsequently, Simone E. Pfenninger reports the findings of a quasi-experimental study which demonstrated that the use of specifically-designed computer software over the period of three months can have a beneficial effect on the development of phonological, morphological and semantic abilities in a second and third language. For the first time in the history of *SSLT*, the last two contributions deal with the application of statistics in SLA research, with Jan Vanhove focusing on the analysis of data yielded during randomized controlled interventions, and François Pichette, Sébastien Béland, Shahab Jolani and Justyna Leśniewska offering useful guideless on how to handle missing binary data. These two papers are in my opinion particularly valuable as statistics is not something that many of us feel very comfortable with and sound advice in this area is always more than welcome. All in all, I am convinced that all of these papers will appeal to *SSLT* readers, who will be able to use them as important points of reference or simply sources of inspiration for their own research.

Miroslaw Pawlak

Adam Mickiewicz University, Kalisz, Poland

State University of Applied Sciences, Konin, Poland

pawlakmi@amu.edu.pl